

December 28, 2016

To the Educator This Concerns,

My name is Jordan Croteau, I am a senior at the University of Maine Farmington, working toward a double-major in Secondary Education and Mathematics. I grew up in South Paris, Maine and graduated from Oxford Hills Comprehensive High School in 2013. I am applying for the 11th grade stats/pre-calculus position. While my interest in teaching dates back to middle school, it was, as a student, in Mr. Pinto's history class I developed a true passion. Mr. Pinto not only created an engaging learning environment, but he was also a mentor who guided me through high school and into college. Since then it has been my dream to provide students with similar experiences and mentoring.

My passion for teaching has grown tremendously since enrolling in the University of Maine Farmington. I spend college breaks and summers substitute teaching and coaching baseball. As a substitute teacher, my goal is to create an environment for all students to have a productive day. Not only have I taken the math classes required to enhance the math skills I hope to be teaching, but classes like Math Methods and Practicum have prepared me to teach to a variety of different personalities and learning styles.

At the University of Maine Farmington, I have also gained experience collaborating with students, peers, and teachers. It is my belief that math is most effective when treated as a collaborative effort between all individuals involved. Collaborating with teachers and my students will enable me to meet all of my teaching goals. These goals include strong relationships with students, engaging interactions, and implementation of technology in the classroom. I am eager to build relationships with other teachers and students as we can all learn from, and with, one another. There are many ways to reach the same answer and I have the ability to learn many strategies to problem solving. Some strategies may include the use of new technology in the classroom. As we are moving toward a very technology driven world I have been fortunate to utilize teaching aids such as SMART Board, Tinker Plots, Fathom, to name a few. I believe all of these goals are attainable by working with my mentor, students, and school community.

Outside of the classroom, as a baseball coach, I feel I can easily connect with student athletes being one myself. In high school I played football, basketball and baseball, and today I play baseball for the University of Maine Farmington. Sports has always been a passion of mine because of the team chemistry and relationships built through competition. I understand the skills it takes to be a leader on the field and maintain academically. I want to be able to help students struggling to find that balance between academic and personal activities that help a person grow. Because of these experiences I have had, and knowledge I have gained, I can be a great mentor for students like Mr. Pinto was for me.

Sincerely,

Jordan Croteau



MSAD 6 - Bonny Eagle School District
Post Office Box 38, Bar Mills, Maine 04004-0038
(207) 929-3831 • 642-2480

APPLICATION FOR TEACHING POSITION

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 6 DOES NOT DISCRIMINATE IN THE OPERATION OF ITS EDUCATIONAL AND EMPLOYMENT POLICIES AND WILL HONOR ALL APPROPRIATE LAWS RELATIVE TO DISCRIMINATION.

Date: 4/28/17 _____ Position(s) applying for: (Grade level, subject, other)

Name: Jordan Croteau _____ 11th Grade Statistics/Pre-Calculus _____

Social Security No.: - - _____

When will you be available? _____

Permanent Address: Mail: P.O. Box 103 South Paris ME
04281

Physical: 2 Nishell Dr. South Paris ME 04281 _____ Phone: (207)-393-7636 _____

Temporary Address: _____ Phone: _____

EDUCATION

Transcripts, including grades, from all college/university attended MUST be provided.

It is essential that this section be completed accurately.

College/University Attended	Degree Awarded (If Any)	Number of Years Attended	Grade Point Average
University of Maine Farmington	Bachelor's Degree _____	4 _____	3.321 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Number of semester hours in:

1 _____	Reading	Secondary Education _____	Major (Subject: _____ Mathematics)
12 _____	Math	Mathematics _____	Major (Subject: _____ Mathematics)
2 _____	Special Ed		

CERTIFICATION

List certification(s) you hold and provide copies of certification.

Type	State	Date Issued	Date of Expiration
None _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If you do not hold a Maine Certificate, for what type of Maine certificate are you applying and eligible? _____

**NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education,
Division of Certification and Placement, Augusta, Maine 04333-0023.**

EXPERIENCE

A resume **MUST** be provided. In addition to educational background and work experience, include extracurricular activities in which you have been involved. Please list below positions held, employer, and dates of employment for the past ten years. Please account for any gaps in employment on a separate page.

From (Month/Year)	To (Month/Year)	Position	Employer
May/2015 _____	September/2015 _____	Produce Associate _____	Hannaford Supermarket _____
May/2016 _____	September/2016 _____	Summer Teller _____	Norway Savings Bank _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Number of years of teaching experience _____ 0 _____. On a separate sheet, please describe a specific class or class activity you planned and actually conducted which illustrates your philosophy of teaching and is the best example of your teaching skill. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

BACKGROUND

Were you ever known by any other name? Yes ☐ No ☒ X
If yes, please list:

Have you ever been disciplined, discharged, or asked to resign from a prior position? Yes ☐ No ☒ X

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes ☐ No ☒ X

Has your contract in a prior position ever been non-renewed? Yes ☐ No ☒ X

Have you ever not been nominated for reemployment in a prior position or ever had your nomination for reemployment not be approved? Yes ☐ No ☒ X

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes ☐ No ☒ X

Have you ever been convicted of a crime (other than a minor traffic offense)? Yes ☒ X No ☐

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)? Yes ☒ X No ☐

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes ☐ No ☒ X

Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty, or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes ☐ No ☒ X

If you have answered YES to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or

other disposition of a crime is not necessarily an automatic bar to employment.

REFERENCES

List three, two of whom are most recent supervisors, who can comment on your ability and whom we may contact. In addition, please provide three current letters of reference from persons who are not related to you (may be from references listed below).

Name	Position	Address	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local, or federal agency. I further authorize those persons, agencies, or entities that MSAD #6 contacts in connection with my employment application to fully provide MSAD #6 any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against MSAD #6, its agents, and officials or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.

Jordan Croteau _____
Signature

4/28/17 _____
Date

APPLICATION FOR TEACHING POSITION CHECKLIST

The completed employment application cannot be evaluated unless all of the following materials have been provided:

- | | |
|---|--|
| <input type="checkbox"/> Application form fully completed | <input type="checkbox"/> Illustration of your philosophy of teaching |
| <input type="checkbox"/> Copies of Transcript(s) | <input type="checkbox"/> YES to any of the questions in the |
| <input type="checkbox"/> Copy of Maine Certification(s) | <input type="checkbox"/> Background Section explained |
| <input type="checkbox"/> Resume | <input type="checkbox"/> Three current letters of reference |
| <input type="checkbox"/> Gaps in employment during the past ten years explained | <input type="checkbox"/> Application signed |

NOTE

ALL APPLICATION MATERIALS BECOME THE PROPERTY OF MSAD #6. NONE WILL BE RETURNED. PROVIDING ANY FALSE OR MISLEADING INFORMATION ON THIS APPLICATION OR IN THE APPLICATION OR EMPLOYMENT SCREENING PROCESS SHALL BE FULLY SUFFICIENT GROUNDS TO REFUSE TO EMPLOY THE APPLICANT OR, IF THE APPLICANT HAS BEEN EMPLOYED, TO IMMEDIATELY DISMISS THE APPLICANT/EMPLOYEE.

Unofficial Transcript

Page 1 of 2

University of Maine at Farmington

Print Date: 04/28/2017

Name : Jordan Michael Croteau

Student ID: 0848702

Birthdate : 1994-09-18

----- Beginning of Undergraduate Record -----

2013 Fall
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
BIO 150N	Human Anatomy & Physiology	4.00	4.00	B-	10.680
FYS 100	First Year Seminar	4.00	4.00	B	12.000
	Course Topic: Noise, Music, Silence				
MAT 141M	Calculus I	4.00	4.00	A	16.000
PSY 225S	Child & Adolescent Devel	4.00	4.00	C+	9.320
Term GPA:	3.000	GPA Hours:	16.00	Term Totals:	16.00 16.00 48.000

2014 Spring
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
EDU 101	Intro to Middle/Secondary Educ	2.00	2.00	B	6.000
ENG 100	Writing Seminar	4.00	4.00	B	12.000
	Course Topic: Violence on Film				
MAT 142	Calculus II	4.00	4.00	A	16.000
MAT 251	Linear Algebra	4.00	4.00	C	8.000
SED 101	Intro Ed Div Lmrs Mid/Sec	2.00	2.00	A-	7.340
Term GPA:	3.084	GPA Hours:	16.00	Term Totals:	16.00 16.00 49.340

2014 Fall
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
ART 115A	Drawing I	4.00	4.00	A-	14.680
GEO 104S	Global Transformation	4.00	4.00	B	12.000
MAT 151M	Foundations of Abstract Math	4.00	4.00	B+	13.320
MAT 241	Calculus III	4.00	4.00	C+	9.320
PHE 10	Health & Fitness Activity	0.00	0.00	P	0.000
	Course Topic: Strength & Conditioning				
Term GPA:	3.083	GPA Hours:	16.00	Term Totals:	16.00 16.00 49.320

2015 Spring
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
EDU 221	Sec Methods & Practicum Block	12.00	12.00	A	48.000
Term GPA:	4.000	GPA Hours:	12.00	Term Totals:	12.00 12.00 48.000
Dean's List - High Honors					

2015 Summer
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
GEY 103N	The Earth System	4.00	4.00	A	16.000
Term GPA:	4.000	GPA Hours:	4.00	Term Totals:	4.00 4.00 16.000

2015 Fall
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
EDU 301	Texts and Teaching	4.00	4.00	A	16.000
MAT 220M	Data Analysis	4.00	4.00	C+	9.320
MAT 320	History of Mathematics	4.00	4.00	B	12.000
MAT 371	Mathematical Probability	4.00	4.00	B	12.000
PEC 100	Foundations of Coaching	2.00	2.00	A	8.000
Term GPA:	3.184	GPA Hours:	18.00	Term Totals:	18.00 18.00 57.320

2016 Spring
Plan: Secondary Ed Mathematics Major

Course	Description	Attempted	Earned	Grade	Points
COS 140	Intro to Computer Science	4.00	4.00	B+	13.320
MAT 304	College Geometry	4.00	4.00	B	12.000
MAT 352	Abstract Algebra	4.00	4.00	C	8.000
SED 361	Tch St W Dis/At-Risk Sec Gn Cl	4.00	4.00	A	16.000
Term GPA:	3.083	GPA Hours:	16.00	Term Totals:	16.00 16.00 49.320

2016 Fall
Plan: Secondary Ed Mathematics Major
Plan: Mathematics Double Major

Course	Description	Attempted	Earned	Grade	Points
EDU 361	Tchg Secondary/Middle Math	4.00	4.00	A	16.000
MAT 363	Mathematical Problem Solving	4.00	4.00	A	16.000
MAT 477	Advanced Topics Mathematics	4.00	4.00	A	16.000
	Course Topic: Complex Analysis				
Term GPA:	4.000	GPA Hours:	12.00	Term Totals:	12.00 12.00 48.000
Dean's List - High Honors					

2017 Spring
Plan: Secondary Ed Mathematics Major
Plan: Mathematics Double Major

Course	Description	Attempted	Earned	Grade	Points
EDU 321	Tching Methods Middle Schl Ed	4.00	0.00		0.000
EDU 402	Philosophy/History/Culture Edu	4.00	0.00		0.000
HEA 200	Athletic Inj:Prev/Emer Respons	4.00	0.00		0.000
PHI 100H	Critical Thinking	4.00	0.00		0.000

Unofficial Transcript

Page 2 of 2

University of Maine at Farmington
Print Date: 04/28/2017

Name : Jordan Michael Croteau
Student ID: 0848702
Birthdate : 1994-09-18

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 16.00 0.00 0.000

2017 Fall

Plan: Secondary Ed Mathematics Major
Plan: Mathematics Double Major

Course	Description	Attempted	Earned	Grade	Points
EDU 460	St Tch & Sem Middle/Sec Educ	8.00	0.00		0.000
EDU 460	St Tch & Sem Middle/Sec Educ	8.00	0.00		0.000
Term GPA:	0.000	GPA Hours:	0.00	Term Totals:	16.00 0.00 0.000

Undergraduate Career Totals

	Attempted	Earned	Points
Cum GPA: 3.321 GPA Hours: 110.00 Cum Totals:	142.00	110.00	365.300

End of Unofficial Transcript

In EDU 361, math methods, I was given the chance to design and teach a lesson on probability to a group of ELL students from Lewiston High School. The philosophy behind the lesson was to get these students, who had no background knowledge in probability, to discover the material by using hands on manipulatives. The students and I played two games that tested the probability of rolling different numbers on dice. Each roll was recorded on a graph that was drawn on the white board so the students could see a visual of the sample space.

The first game that we played was odd or even. Before we started the students were given the chance to select if they wanted to be odd or even. They selected even so any time an even number was rolled they would receive a point. After about 20-30 rolls I asked students to evaluate the score. They were losing by two points but overall the score was about equal. The students then figured out that the probability of rolling an odd or even was the same because the die had equal chances for both. This was the first step to introducing probability.

The second game that we played was called 2's and 3's. The students were given the chance to select if they wanted to get a point if the roll was a multiple of 2 or 3. The class was split and they could not decide which multiple they wanted to be. The students ended up selecting multiples of three. Again, after 20-30 rolls, we evaluated the score and the students could see that the score was extremely one sided. The multiples of 2 score were much higher. After talking with the students, they began to realize that this game was unfair because the probability of rolling a multiple of 2 was $\frac{3}{6}$ and the probability of rolling a multiple of 3 was $\frac{2}{6}$.

At the end of this lesson I had students complete an exit ticket. On this mini assessment students had to calculate the probability of a spinner landing on different colors. Overall the students were very successful, even with the limited background knowledge of probability. Most students were able to correctly answer 3 out of the 5 questions. The students ended up thanking me at the end of class because they had a fun time playing games.

Jordan Croteau

4/28/17

Background

On Halloween night, 10/31/15, I received a ticket for possession of alcohol by a minor. I was attending a party just off the campus of the University of Maine Farmington when a cop pulled me aside with beer in a backpack. I then had to report to Franklin County Superior Court, 129 Main Street, Suite 1, *Farmington, ME* 04938, in December of 2015. I pleaded guilty and payed of fine of \$250.

I'm tired of hearing false statements about how mathematics is a subject that students either know or they will never understand. This idea was developed because teachers struggle to connect with students when teaching math. All students know how to read and write, so they can do math as long as they believe it. Students that label themselves as 'the ones that don't understand' will never be successful in math. Teaching math can't continue to be the boring process of teachers giving students formulas and definitions to learn. Math is not meant to be learned with memorization and pointless formula calculations. Math is real, exciting, and all around us and teachers need to show that. After taking math methods I have learn about many different ways of exploring mathematics. Mathematics is filled with manipulative based discovery that is all around us. There are three important strategies that I learned in this class to enhance mathematical learning, discovery, perspective and reflection.

Student discovery is one of the most powerful tools for success in math. When students are given a chance unwrap the secrets behind mathematics it gives them a sense ownership and pride in their work. Being told a formula or definition to compute a problem gives students zero background knowledge on why math works. Discovery is best accomplished when teachers provide students with manipulative that get them on the right track. For example in my groups ELL presentation we used dice to help students discover what probability is. We provided students with multiple games that were either fair or unfair in probability terms. They would roll the dice and compute outcomes that would then help them answer important questions, "Is this game fair?" or "Are the probabilities equal for all players in the game?". This was a great example of how teachers need to become creative with their material. If math can be represented through manipulative and real world examples then students will be given a chance to discover what they need to learn.

In today's classroom math is taught in one perspective to all students, mostly by lecture. Providing different perspectives on what certain material really means is important in learning. Students may discover something in mathematics but if a teacher can provide multiple meanings for their discovery it will deepen learning. For example during my number theory presentation I learned many new tricks that will help students understand decimal fractions. First of all when teachers read decimals it needs to be done the correct way. Reading 1.14 is not "one point one four", it should be read "one and fourteen hundredths". Students need to hear this because it tells them how important place value is when working with decimals. Also a great tool when working with decimal fractions is to show students that 1.14 can be written like $(114/100)$ or $(1+(1/10)+(4/100))$. Perspective is great for all teachers to keep in mind when teaching math to a diverse group of students. Whether it is representing or talking about a concept teachers need to provide multiple means of understanding the material.

Lastly reflections are critically important to learning. Writing in the math classroom is completely nonexistent. It is the only class that people believe does not need writing, why is that? Writing is a tool that can be used to conclude thought and ideas. After learning a new concept in math students can use writing to reflect upon their learning. They can write about why

a concept is important, how they learned it, how to solve a problem, or even why they are struggling to understand something. Not only is it good for students to wrap up their ideas but writing will also give them a new perspective of how to learn math.

I believe that all students are capable of learning mathematics, it just takes different strategies to get there. We have learned about multiple intelligence and how all students learn different, so why provide one way to learn? Math is fun and engaging, it just takes a creative teacher that cares about his/her students.

Jordan Croteau

2 Nishell Drive • South Paris, ME 04281 • (207) 393-7636 • jordan.croteau@maine.edu

Education

University of Maine Farmington; Farmington, Maine

Major in Secondary Education with a concentration in Mathematics, Expected May 2017

Double Major in Mathematics, Expected May 2017

Oxford Hills Comprehensive High School; South Paris, Maine

High School Diploma, June 2013

Teaching and Mentoring Experience

Math Tutor, MAT Classes, 2016 to Present

University of Maine Farmington; Farmington, Maine

- Tutor students one-on-one for homework help and test preparation
- Match students with tutor based on subject content as shift lead
- Encourage students to understand the importance of good note taking and time management
- Advise freshman students with additional university living questions and concerns

Substitute Teacher, Grades K-12, 2015 to Present

SAD 17; Oxford Hills Region

- Teach in regular education, special education, and elective classrooms
- Execute lesson plans when provided by the classroom teacher
- Develop substitute lesson plans when not provided or original plans unsuccessful
- Enforce classroom rules to maintain composed learning environment

Practicum Teacher, Grades 9-12, January to May 2015

Mt. Blue High School; Farmington, Maine

- Assisted teacher with Algebra, Algebra II and Pre-Calculus classes
- Created and implemented lesson plans to fit classroom diversity and learning styles
- Worked one-on-one with students that needed additional help
- Utilized SMART Board technology to aid in classroom learning

Athletic Advisor, Ages 9-22, 2012 to Present

University of Maine Farmington; Farmington, Maine and SAD 17; Oxford Hills Region

- Mentor underclassmen as four year UMF varsity baseball catcher and senior captain
- Assisted head coach of the Oxford Hills Jr. Legion baseball team
- Represented OHCHS at KVAC Sportsmanship Summit
- Held leadership role as OHCHS senior captain for baseball, basketball and football
- Aided in interview process for new OHCHS varsity football coach as player representative
- Educated little league baseball players on the fundamentals of the game

Key Courses

Math Methods, 2016 Fall Semester

University of Maine Farmington; Farmington

- Learned and practiced effective team teaching methods
- Studied benefits of using manipulatives for hands-on learning in middle and high school environments
- Worked with English Language Learning students
-